

## V. COMPONENT PARTS INTERGRATION

### Learning Goals:

#### 1. FOUNDATION KNOWLEDGE:

Create pastries using recipes based on French cooking techniques, methods and procedures including: puff pastry, sponge based pastries, yeast based pastries, pies, cookies and candies.

#### 2. APPLICATION:

Be able to read and follow a recipe  
Be able to increase and decrease recipes  
Using individual ingredients the student must be able to produce all aspects of the desired product.  
Work with other students as a team to produce desired product.

#### 3. INTEGRATION:

How does working a recipe also relate to math skills, time utilization and communication skills?  
Using the skills of others in a team, each using their strengths to help compensate for weaknesses.  
Pastry making skills can bring people from many different backgrounds together and skill level to produce a common project.  
Want to make sure the products you produce are the best you can possible make.

#### 4. HUMAN DIMENSION:

Become a team leader, helping others through the complex issues of a project.  
Working with others who may not have you skill are not as strong and helping them in a nurturing manner.  
Know how others see you as a coworker, are you working as a team player.

#### 5. CARING:

Do you want to do a good job and produce a good product?  
Do you want to share what you have learned with others?  
Do you want to take more classes to learn more about the product, or more skills?  
Do you feel that you are producing the best product you can?  
Are you producing the to the quality standards you promised your employer?

#### 6. CONTINUED LEARNING:

Where do you want to be in 5 years.  
What is your plan to make sure you achieve those goals?  
What do you still need to learn?  
How do intend to get that knowledge.

### Feedback & Assessment Procedures:

1. Background Knowledge Probe
2. Problem solving Use round table format
3. Authentic Assessment
4. Self-Assessment
5. Reading/Writing Assignments
6. Written Exam

- . Background
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1. Background Knowledge Probe
2. Authentic Assessment
3. Building Project
4. Self-Assessment
5. Reading/Writing Assignments
6. Written Exam

1. Background Knowledge Probe
2. Authentic Assessment
3. Self-Assessment
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1. Background Knowledge Probe
2. Authentic Assessment
3. Self-Assessment
4. Comparative testing from when you first took the class and now

### Teaching & Learning Activities:

1. **Written/Oral Presentation:** What do you know about this subject and what do want to know?
2. **Class Discussion:** Develop Criteria & Standards
3. **Role Playing:** You will show us how to make a product we are working on
4. **Independent Research:** Text book, industry based magazines, Trade shows, Internet, Library, food based television shows.
5. **Guest lecturers:** Local chef, pastry chefs and sanitation experts
6. **Restaurant visits:** Try meals in different restaurants , interview chefs and other workers.

- Written/Oral Presentation:** Why am I doing it this way?
2. **Class Discussion:** Develop Criteria & Standards
  3. **Instructor Demonstration; Individual Hands-on Project:** Create produces using the information you have received.
  4. **Role Playing:** Playing with different scales, how they may be different to read and understand the results.
  5. **Reflection:** What went wrong? What should have been done instead?
  6. **Independent Research:** Text book, industry based magazines, Trade shows, Internet, Library, food based television shows.
  7. **Written Exam:** Multiple-Choice, Short Answer, Fill-in the Blank Format

1. **Written/Oral Presentation:**
2. **Class Discussion:** Develop Criteria & Standards
3. **Instructor Demonstration; Small Group Hands-on Project:** What would I do differently
4. **Reflection:** How do I setup the ingredients of a recipe so that my work is organized and efficient?
5. **Independent Research:** Text book, industry based magazines, Trade shows, Internet, Library, food based television shows.
6. **Written Exam:** Multiple-Choice, Short Answer, Fill-in the Blank Format

1. **Written/Oral Presentation:** Teach a class, give to others what you have learned
2. **Class Discussion:** Develop Criteria & Standards
3. **Presentations; Role Playing:** Show how different techniques can make the job easier, or more cost efficient.
4. **Reflection:** What was my experience, my co-worker's experience, my employer's experience working with me?

1. **Written/Oral Presentation:** My work ethic is appreciated by those I work with, work for and my customer.
2. **Class Discussion:** Develop Criteria & Standards
3. **Presentations; Role Playing:** Good work ethic/Poor work ethic, how does make me a good/poor worker?
4. **Reflection:** Does work ethic affect quality of work?

1. **Written/Oral Presentation:** Bibliography of trade resources
2. **Class Discussion:** Develop Criteria & Standards
3. **Reflection:** How do I keep up with new trends, keep my knowledge fresh